

Renaissance Magnet Middle School

ARIZONA SCHOOL REPORT CARD 2003-04

3223 N. 4th Street, Flagstaff, AZ 86004

Flagstaff Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Administrative Team (3)
Schedule : 8:00 AM to 4:00 PM
Grades : 7-8
2003 Enrollment : 93
Web Address : flagstaff.k12.az.us
Phone Number : (928) 773-8250
Fax Number : (928) 773-8269
E-mail : bbecker@apscc.org

Mission

The mission of RMMS is to provide optimal educational opportunities for ALL students to prepare themselves for a productive future and to provide a concentrated curriculum in the areas of fine and performing arts, and science and technology.

School / Academic Goals

- ü Provide instruction in the basic skills allowing RMMS students to perform at optimal levels in academic achievement as identified on the Stanford 9 Achievement Test.
- ü Provide comprehensive, technologically rich and integrated curriculum that allows for academic achievement and which ensures all eighth grade students meet or exceed the standards on Arizona's Instrument to Measure Standards (AIMS).

Instructional Programs

- ü Integrated Core Team
- ü Advanced Math Program
- ü Art/Drama/Dance Magnet Classes
- ü Science/Technology Magnet Classes

Enrollment

October 1, 2002 School Year Student Enrollment : 100
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 93

Calendar Information

Number of Instruction Days : 182
Average Daily Instruction Time : 5 hours 55 minutes
First Day of School : 8/25/2003
Last Day of School : 6/10/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Renaissance Magnet Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Goals
- Ü School Improvement
- Ü Student Achievement
- Ü Parent/Teacher/Student Relations
- Ü Budget
- Ü Instructional Strategies

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	5.25
Other Professional Staff	1.00	Teacher Aide	.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	1	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	2	9	0	0

Shared Responsibilities

School

We provide opportunities for students to explore areas of interest and ability in magnet class. Skill development and mastery of the Arizona Academic Standards are accomplished in the language arts, reading, social studies, science and math classes.

Parents

Parents provide a safe and nurturing home environment and are responsible for encouraging and helping their child take responsibility for the successful completion of schoolwork, good study habits, citizenship, and the respect of others and property.

Resources Available at School Site

Special Facilities

- Ü Computer Learning Lab
- Ü Team Seminar Room - Mini-auditorium

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü After School Activity Day
- Ü Academic Tutoring at Lunch

Social Services

- Ü Community School Classes
- Ü Counseling Services
- Ü School/Community Swimming Pool
- Ü School/Community Recreational Facilities

Transportation Policy

Students are provided with a Code of Conduct explaining student responsibilities. Students may ride the bus if they live farther than one and one-half miles from the school. Any student living within the FUSD #1 boundaries may ride the bus to RMMS.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Eighth grade students scored at or above the 69th percentile in reading and math on the Stanford 9. Seventh grade students scored at or above the 72th percentile in reading, language and math on the Stanford 9.

ü RMMS was selected as the 2001 School of the Year by the Flagstaff Chamber of Commerce.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü School of the Year, Flagstaff Chamber of Commerce	2001
ü AEA School Bell Award	1999
ü NAU Distinguished Alumni, Center for Excellence in Ed.	1997
ü AZ Dept. of Education; Learn and Serve Arizona Award	2001

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	22	20	20	20
Transfers In ⁴ (Within District)	4	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	59	68
Grades 7-8	54	78

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	906	71167	112	101	99	483	479	463	15	26	38	58	42	41	22	20	14	5	12	7
All Students (Prior Year)	43	885	66213	NA	NA	NA	488	473	459	19	30	39	42	40	40	30	19	14	9	11	7
Female	27	438	34825	108	99	99	480	478	462	12	25	38	68	45	42	16	19	14	4	11	6
Male	30	460	36047	115	102	99	486	481	464	17	27	38	50	39	39	27	21	15	7	13	8
African American	--	16	3225	--	100	95	--	461	441	--	36	57	--	50	34	--	7	6	--	7	2
Hispanic	NC	157	23643	NC	95	97	NC	460	445	NC	41	53	NC	41	37	NC	15	8	NC	3	2
Asian/Pacific Islander	--	12	1503	--	92	100	--	484	493	--	20	18	--	40	40	--	30	23	--	10	19
American Indian/Alaskan Native	19	209	5161	95	99	103	478	469	435	18	34	63	65	43	30	18	16	5	0	8	2
White	35	481	35245	117	98	95	485	488	476	14	19	26	54	42	45	23	23	19	9	16	10
Students with Disabilities	NC	137	8095	NC	116	104	NC	447	426	NC	52	69	NC	38	25	NC	10	5	NC	0	1
Students without Disabilities	49	769	63072	96	99	99	486	481	464	13	24	37	56	43	41	25	20	15	6	13	7
Limited English Proficient Students	NC	146	10317	NC	81	111	NC	437	426	NC	60	72	NC	37	25	NC	1	2	NC	1	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	NC	33	17057				NC	445	440	NC	57	58	NC	33	34	NC	10	6	NC	0	2
Non-Economically Disadvantaged	55	873	54110				483	480	468	15	25	33	57	43	43	22	20	16	6	12	8

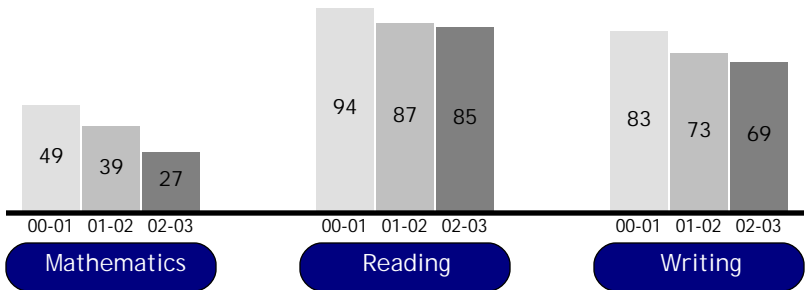
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	905	71100	114	101	99	528	509	502	7	20	25	7	18	21	60	43	40	25	19	15
All Students (Prior Year)	44	883	66144	NA	NA	NA	531	513	504	11	18	24	2	16	20	55	45	40	32	20	16
Female	26	437	34801	104	98	99	531	511	505	8	18	21	4	17	22	60	46	42	28	19	15
Male	32	461	36010	123	102	99	526	507	499	7	21	28	10	19	20	60	41	38	23	19	14
African American	--	16	3219	--	100	95	--	516	486	--	14	38	--	21	24	--	43	31	--	21	7
Hispanic	NC	153	23630	NC	92	96	NC	487	485	NC	35	37	NC	26	25	NC	30	32	NC	8	6
Asian/Pacific Islander	--	12	1509	--	92	100	--	523	522	--	0	12	--	30	14	--	40	46	--	30	28
American Indian/Alaskan Native	18	204	5144	90	97	102	515	494	478	12	28	46	0	23	24	82	40	25	6	8	5
White	35	480	35198	117	98	95	535	520	515	6	14	15	11	13	18	49	48	47	34	25	21
Students with Disabilities	NC	138	8121	NC	117	105	NC	489	470	NC	35	55	NC	28	20	NC	28	21	NC	10	4
Students without Disabilities	49	767	62979	96	98	99	530	510	503	6	19	23	6	18	21	63	44	41	24	19	15
Limited English Proficient Students	NC	144	10304	NC	80	110	NC	463	462	NC	57	63	NC	25	23	NC	19	13	NC	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	NC	33	17040				NC	466	483	NC	52	40	NC	30	25	NC	19	29	NC	0	6
Non-Economically Disadvantaged	56	872	54060				529	511	507	7	19	20	7	18	20	59	44	43	26	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	882	69001	112	98	96	507	500	490	7	10	17	24	34	37	69	55	45	0	1	1
All Students (Prior Year)	44	845	63579	NA	NA	NA	518	504	493	0	7	15	27	40	42	68	50	41	5	4	2
Female	27	430	34086	108	97	97	515	505	496	0	8	13	25	32	36	75	59	51	0	1	1
Male	30	447	34644	115	99	95	501	495	484	13	13	22	23	37	39	63	51	38	0	0	0
African American	NC	16	3115	NC	100	92	NC	489	478	NC	21	25	NC	21	44	NC	57	31	NC	0	0
Hispanic	NC	156	22656	NC	94	92	NC	485	476	NC	18	27	NC	40	43	NC	42	30	NC	0	0
Asian/Pacific Islander	--	12	1472	--	92	98	--	518	507	--	0	8	--	40	30	--	60	60	--	0	2
American Indian/Alaskan Native	19	198	4940	95	94	98	502	488	469	0	13	34	29	50	43	71	38	23	0	0	0
White	34	466	34501	113	95	93	510	509	500	9	7	10	24	27	34	67	65	55	0	1	1
Students with Disabilities	NC	126	7386	NC	107	95	NC	470	459	NC	39	46	NC	31	37	NC	31	17	NC	0	0
Students without Disabilities	48	756	61615	94	97	97	512	502	491	2	9	16	23	35	37	74	56	45	0	1	1
Limited English Proficient Students	NC	139	9662	NC	77	104	NC	462	454	NC	35	51	NC	51	40	NC	14	9	NC	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	NC	31	16383				NC	461	472	NC	37	30	NC	41	43	NC	22	26	NC	0	0
Non-Economically Disadvantaged	55	851	52618				507	502	494	8	9	14	25	34	36	68	56	49	0	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	73	61	53	87	67	53	48	97	72	61	51
	Language	100	77	64	55	87	63	55	51	100	75	61	54
	Mathematics	100	72	60	57	87	66	60	54	100	79	65	58
8	Reading	100	74	62	55	93	75	58	49	93	69	61	53
	Language	100	80	60	50	93	69	53	46	95	64	54	49
	Mathematics	98	79	62	57	93	73	59	54	98	71	66	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our philosophy is to provide an educational program that is clear, consistent and uncompromising in its standards of student performance and behavioral expectations. A Responsible Thinking Classroom supports the educational culture.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Becker, Ruedaflores, Williams	(928) 773-8250
Transportation Policy	Fred Fennell	(928) 773-4170
Community Resources	Mark Williams	(928) 773-8265
School Nutrition Programs	Jacque Johnson	(928) 773-8256
Parent Organization	Debbie Wildermuth	(928) 773-8250
Student Health/Nurse	Lonna Culbertson	(928) 773-8252

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards